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ABSTRACT

The Wasatch Institute for Research and Evaluation (WIRE) evaluated the Economic Education in Utah Schools program to aid future implementations of the program curriculum materials. This evaluation includes: (1) responses to an evaluation survey of participants at a Utah State Economics Curriculum Conference at Brian Head, August 12-15, 1986; (2) an examination of related program documents; (3) consultation with program personnel and program documents to revise the final report; (4) an evaluation of the dissemination workshop at the annual Utah Education Association meeting; and (5) a review of the process and products of the program by an instructional development expert. Results, including implementation progress in classrooms as well as local workshops' dissemination of materials, are summarized in this report. Extensive attachments provide detailed findings from the survey, the survey instrument and procedures, and the full report of the expert review. Recommendations are presented for improving both the implementation and development processes. These include coordination of workshops through key personnel in each school district, additional funding for district workshops, more contact between local curriculum leaders and the state economics curriculum specialist, better use of the most talented and experienced curriculum developers, and adherence to specific guidelines for developing instructional materials. (JGL)

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EVALUATING THE IMPLEMENTATION OF THE ECONOMIC EDUCATION CURRICULUM IN UTAH SCHOOLS

Submitted to
Utah State Office of Education

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Evaluating the Implementation of the Economic Education Curriculum in Utah Schools

The Wasatch Institute for Research and Evaluation (WIRE) conducted a third-party evaluation for the Implementing Economic Education in Utah Schools project. This study was requested by the Jordan School District and the Utah State Department of Education. Dr. Bill Quinn was the principal investigator for the study.

Evaluation Goals

The purpose of the evaluation was to obtain information for improving the future implementation in Utah of the Economic Education program curriculum materials. More specifically, the following goals were addressed in the study:

1. Describe implementation activities which had occurred, or which are planned to occur, in school districts that sent participants to the August 12-15, 1986, Utah State Economics Curriculum Conference at Brian Head.

2. Survey these participants regarding their opinions of what factors promoted greater use of the materials. Ask about their perceptions of the curriculum materials, the dissemination workshops, and conditions in the participating districts which promoted greater use of the materials.

    a. Materials were examined in the survey regarding:
        1. Clarity, scope and applicability of objectives to the curriculum needs of districts
        2. Match of materials to objectives
        3. Inclusion of an adequate range of curriculum materials
        4. Transportability of materials to the districts
        5. Availability of materials to the districts at a reasonable cost and effort

    b. Workshops were examined in the survey regarding:
        1. Clarity of presentations
        2. Appropriateness of presentation activities for participant needs
        3. Enabling participants to arrange for adequate inservice teacher training within their home districts

    c. District participants were also asked to identify factors in their districts that promoted implementation of the curriculum materials, including such factors as:
        1. Availability of trainers with adequate expertise and time to conduct the training
        2. Administration support for the training and implementation of curriculum materials
        3. Availability of resources in the district or the community to implement the curriculum changes in the classroom

3. Observe and critique the training workshop conducted in Salt Lake City at the annual UEA meeting.

4. Have an instructional designer review and critique the economics education curriculum materials produced by Alpine and Granite districts.

5. Based upon the above information, the evaluator will recommend possible improvements in the dissemination strategy to improve the implementation of the Economics Education curriculum materials.

Evaluation Activities

The experiences and opinions of district participants in the Brian Head dissemination workshop were the main sources of information in the study. A telephone survey was conducted of all participants in the August workshop. This survey sought information regarding the first three goals of the study. As appropriate, a follow-up telephone survey was conducted in January, 1987, to identify progress made in implementation activities or plans.

The study included examination of related program documents including a summary statement of project activities for Jordan District, a one page statement of the law funding the project--Article 53-7-18(1)--documents describing the program grants for Jordan, Granite, and Alpine Districts, and other documents.

Program personnel in Jordan District, the program officer in the Utah State Office of Education, and program materials and documents were consulted to refine evaluation issues, guide development of instruments, and revise the final report.

Dr. Quinn attended the dissemination workshop held at the annual UEA meeting in Salt Lake City. He observed the presentation and recorded suggestions for improving future workshops.

An expert review of the products and process used in developing the Economics Education curriculum materials was included in the economics curriculum implementation evaluation. An expert in instructional development, Dr. Larrie Gale, reviewed the process and products from the project.

Survey Findings

The following section discusses the findings for the first three evaluation goals. These results were obtained from a survey of twelve participants in the Utah State Economics Curriculum Conference at Brian Head. All forty school districts in the state of Utah were invited to attend the Economics Curriculum Conference at Brian Head. Eleven districts responded to the offer of training, with five of the eleven districts sending more than one person. Twelve people were surveyed for this report; one district (Beaver) did not respond, and two districts (Nebo and South Sanpete) had two respondents each. Eleven of the twelve respondents attended all four days of the Conference; one person

attended three of the four days.

The twelve people who were surveyed were contacted in the month of November. They were contacted again in January, 1987, for further information on workshops planned or held in their respective districts.

Findings are presented under the headings of the evaluation goals and sub-goals addressed by the survey. The detailed findings from the survey are in Attachment 1. The survey instrument and procedures are in Attachment 2.

1. *Describe implementation activities which had occurred, or which are planned to occur, in school districts that sent participants to the August 12-15, 1986, Utah State Economics Curriculum Conference at Brian Head.*

Classrooms

Many, if not all, of the teachers who went to the workshop at Brian Head have incorporated the new Economic Strand materials in their own classes with success. The Economics material and worksheets have become a practical, workable part of their own class work. The teachers of elementary students felt that economic principles, even some of the more difficult ones, had been understandable to their students.

Local Workshops

At this time only two of the eleven districts represented have presented workshops for local teachers. Four individuals have prepared in some way to hold a workshop but had not finalized plans with their districts. The remaining six districts had not discussed workshops or had no plans to hold one.

The financial demands of such workshops was the primary reason given for the lack of action on this issue. The $600 provided by the state program was not seen as enough funding to organize and promote attendance. Districts had already assigned budgetary priorities, and either were not making adjustments for this program or were too limited in their discretionary funds to consider additional activities. A few districts had a limited budget or none at all for social studies.

Secondary reasons for the lack of implementation were: previously established, higher priorities for personnel; lack of trained teachers; and the possible inflexibility of teachers. A few districts mentioned having several existing programs and therefore they felt an unwillingness to launch another. Three people who attended Brian Head said that they did not feel competent to teach a workshop on their own. A few people expressed concern over the possible dearth of teachers who would be willing to learn the economics content.

Local Dissemination of Materials

One district, Alpine, placed materials in a central lending library for use by all teachers. Alpine also has an interlibrary loan system in place, and makes the materials available through that channel. Granite District has a social studies leader and a department chairman in each school, a system which allows easy dissemination of information to teachers. The remaining nine districts do not have a system in place. Overall, newsletters, memos, handouts, and new curriculum outlines have not been widely disseminated.

Follow-up Survey in January, 1987

All of the districts were surveyed again in late January, 1987, to learn of additional implementation activities that may have occurred in their districts. Of the districts surveyed, no additional workshops were held since the last survey. One district, Salt Lake City, has a planned workshop on Feb 24, and three other districts are planning to have them but they have not set a specific date. The other districts have not had a workshop and have no plans for holding one.

2. *Survey workshop participants regarding their opinions of what factors promoted greater use of the materials. Ask about their perceptions of the curriculum materials, the dissemination workshops, and conditions in the participating districts which promoted greater use of the materials.*

The clear, simple, straight-forward program materials were seen as one of the strengths of the workshop. One respondent stated that even the concepts which he thought difficult to teach and for students to understand have been made understandable and easy to use, and some reported favorable student responses. The worksheets were easy to adapt and the activities fit varied needs; the handouts were particularly well liked by most participants. One person did say that there were too many materials and that they should be more condensed.

The State Economics Curriculum Conference was well organized and conducted, with excellent presentations. Most of the attenders valued the meeting very much. Only one person said it could be shortened to three days without losing significant content. One person had been interested in bringing his spouse, but had not been able to obtain information about that possibility. One person said that it did not seem as well attended as it should have been.

The district which had the resource library and inter-library loan system benefited in this program from having a system for dissemination already in place. One district was small and could contact appropriate teachers easily, and one district had a social studies leader designated to make such contacts. One person mentioned having the freedom to add curriculum materials made his job easier.

Most of the participants in the workshop said that their district gave them support, but did not have the finances to contribute much to the

economics program. Most of the local districts do not seem willing to underwrite the workshops needed for implementing the curriculum. In several districts no discussions have even been held regarding the need for workshops.

2a. *Materials were examined in the survey regarding:*

1. *Clarity, scope and applicability of objectives to the curriculum needs of districts*
2. *Match of materials to objectives*
3. *Inclusion of an adequate range of curriculum materials*
4. *Transportability of materials to the districts*
5. *Availability of materials to the districts at a reasonable cost and effort*

Only half of the participants indicated that the objectives were clear and understandable; three said "somewhat clear" and three did not know or made no comment. Eight of these people said that the objectives matched the needs of their districts very well. One said they matched "somewhat", and three did not express an opinion.

Most of the participants thought that the strategy sheets matched the economics strand of the state core curriculum. Everyone felt that the new economic program included an adequate range of curriculum materials for each grade level.

The majority of participants felt that the curriculum materials were available to them at a reasonable cost and effort. Two did not think that this was the case, and three were uncertain. Most felt that conference materials were very easy to obtain and duplicate. However, the cost of the text books and the films was mentioned particularly as being more than the home districts could afford.

2b. *Workshops were examined in the survey regarding:*

1. *Clarity of presentations*
2. *Appropriateness of presentation activities for participant needs*
3. *Enabling participants to arrange for adequate inservice teacher training within their home districts*

<u>Participation at the Brian Head Conference</u>

The participants were very positive in their assessment of the Conference overall. Ten of the people said that they felt very positive and that the conference presentations were very clear. Two said they felt "somewhat positive" and that the conference presentations were somewhat clear. They said that the Conference was well planned and executed and that they particularly liked the handouts which served as study aids and usable materials.

The activities were appropriate for the information. Most of the participants felt that the activities were appropriate; however, four people judged them to be "somewhat appropriate." Most of the participants were satisfied with the range of information which they had been given.

There was a range of comments regarding the topics covered at the Conference. One person felt that the program should have included more information and emphasis on consumer economics. One person sorted through the materials to find information he valued. One teacher particularly liked the presentation of all elementary level information in one training program. That teacher had been changed in his grade level in the fall and appreciated having the training that would fit the higher grade teaching situation.

Most of the people attending the conference felt that they gained enough information to teach workshops in their own districts. Only three participants felt otherwise, as a result of being unsure of their own abilities and the availability of outside help to run a workshop for the other teachers.

The majority felt that they had been given adequate information to arrange for outside trainers. Three of the participants did not agree, and two of those were concerned about the willingness of such people to come to their districts.

2c. *District participants were also asked to identify factors in their districts that promoted implementation of the curriculum materials, including such factors as:*

1. *Availability of trainers with adequate expertise and time to conduct the training*
2. *Administration support for the training and implementation of curriculum materials*
3. *Availability of resources in the district or the community to implement the curriculum changes in the classroom*

The districts which implemented the program had several resources which enabled them to do so. First of all, the districts which had implemented training had been the ones which were involved in the development of the materials. The districts also had dissemination facilities in place, and this program was easily distributed through these systems.

The districts which implemented most of the program had personnel who were comfortable with the topic. However, most of the districts did not mention having trained personnel who could help with this subject area, and only one mentioned use of community resources.

Of those who were surveyed, seven said that their district very strongly supported the program. One district held a training conference to reinforce the Brian Head seminar. They commented that their districts positive supported the program as long as it did not cost the districts to implement the program. Two people said that their district did not support the program, both because of other priorities.

Observation of UEA Workshop

A presentation about the new economics curriculum materials was made at the annual UEA meeting in the Salt Palace in Salt Lake City. Invitations and announcements regarding the meeting had been sent earlier to the districts in the state. Box lunches for teachers who said they planned on attending were ordered as an incentive for coming. Approximately 40 people came to the presentation (it seems this was about half the number expected based on the unclaimed lunches). The presentation lasted from 12:30 to 2:00. The room it was presented in was on the second floor of the convention center out of the main traffic path. The room was set up for a group of about 100 to 150 people. The size of the room and the noise from the air conditioning made it harder to hear all of the presenters.

The purpose of the presentation seemed to be: (1) to provide an introduction to the project, explaining its history and relationship to state curricular standards; (2) inform attending teachers of implementation workshops that their districts might schedule and encourage them to have their districts schedule a workshop; (3) present typical lessons from the curriculum materials to demonstrate its content; (4) pass out curricular materials (all for grades 7 to 12, sample materials for grades K to 6); (5) answer questions about the materials or the support available for implementation.

An overview presentation was made by Maurice Capson, Economic Specialist from the Office of Curriculum and Instruction, Utah State Office of Education. Presentations were made about program development, materials, and implementation assistance by the project staff from Alpine and Granite Districts. This portion of the program seemed to go fairly well.

The offer to provide local workshops was repeatedly made during these presentations. A clear explanation was made of how to arrange for workshops, what costs would be covered by the project and the district, and who teachers should contact for more information. However, all of the information on the project and the workshops was presented orally, putting a burden on the audience to write down the correct information. Perhaps because of the noise problem in the room, it was necessary for attending teachers to ask several times for workshop information to be repeated. It would have been better to provide a handout giving the description of the project, why the districts should want to adopt the materials, and how the materials and workshop could be arranged.

It was not clear to me that many of the participants planned on setting up a workshop in their district. Attending teachers seemed more interested in coming first to workshops in other districts to see what would be offered before committing to arrange a workshop in their own district. This seemed to be a reasonable strategy given the limited resources most districts have for such activities.

Following the informational presentations, several example lessons were given by teachers. The demonstrations covered lessons both at the elementary, and secondary grade levels. There were some problems with the example lessons. The example lessons presented were of uneven quality. Some were

well planned and skillfully presented; others were just briefly overviewed by the presenter in an uninteresting style. The lesson handouts also varied in quality. A pre-screening of the presentations and presenters would have made the experience better.

In spite of the uneven presentations, participants seemed interested in the materials. Several asked questions, particularly on how to get more information, help with adopting, etc. Many of the participants took a full set of handouts with them. Those I talked to said this was the first opportunity they knew of for learning about the materials, not being aware of the Brian Head workshop until they were told in this meeting. Most seemed to feel the materials would be relevant to their setting.

Summary of Expert Review of Materials

In addition to surveying participants and observing training workshop, a review was made of the curriculum materials by an instructional designer. The full report of the expert review is in Attachment 3. The main points of that review are summarized here.

Objectives

The objectives of the state seem to be two-fold: (1) to teach the basic principles of the free enterprise system; and (2) to motivate support of that system. The materials are written as exercises in learning defined concepts. That method works well with the transfer of information and development of definitions, which was the first goal. However, it is not the method of choice for motivating behavior and active support for the free enterprise system, which was the second goal. Other instructional approaches are recommended for changing the attitudes and behaviors of students.

Learning Types

Learning tasks may be divided into categories, and the instruction may then be planned for each differing category and its requirements. The information on economics could be presented as discrimination learning or as defined concepts. Instruction for these two types will necessarily require different approaches; neither is aimed at motivation.

General Problems

1) Several objectives appeared to be very ambitious and the instructional materials, therefore, could not readily measure up to that which was required.

2) Some classroom activities and simulations may act as distractors. These activities can be improved by emphasizing the basic principles being taught rather than details or mechanics.

3) Goals were not always well matched with classroom activities, simulations, or other suggestions.

4) Many of the materials used in the development of the program were apparently taken from published sources. Copyright violation is a possibility in those cases, and ought to be examined.

5) Variation between grade levels and development teams seemed to be the result of uneven abilities between individual developers. Some people consistently developed better materials than did others; they were better able to match activities to objectives and provide a unified concept.

Conclusions and Recommendations

From the foregoing information it is clear that much good work has been done in developing and distributing the new economics curriculum program in Utah. The goals and basic elements of the economics curriculum project are valued by teachers. Generally, teachers feel the curriculum materials developed to date are of good quality and appropriate for their classes. It appears that a good start has been made in implementing the new curriculum. However, a continued effort is needed to ensure a high level of implementation of the new curriculum materials. The study findings also suggest possible changes in the development process that could lead to even higher quality in future curriculum projects.

Implementation Process

The implementation process begun this year represents a good start. However, this process will need to be continued and extended to support wide use of the new economics curriculum materials in Utah. Three points should be addressed in future implementation activities. These issues are well understood by the project personnel, but local districts have not yet been prepared to carry out these steps.

Contact all key district personnel. It is important that the program personnel meet with key individuals from *each* school district in Utah in meetings like the Brian Head workshop. The people invited should have the responsibility in their district for coordinating the social studies curriculum. In larger districts several people may need to be involved. This will probable require advanced planning of several workshops to accommodate their schedules.

Resources for district workshops. The major snag this year to implementing the new curriculum was the lack of adequate funding in the districts to release teacher during the day or pay teachers after hours to come to district workshops. The $600 offered to districts was not enough in most cases to stimulate action. If districts cannot find the resources to conduct workshops, then the implementation of the economics curriculum will be severely limited.

Perhaps in the coming year districts will have enough advanced notice now to plan the workshops into their schedule for inservice training. Consistent encouragement should come from the State Office of Education to do this. Follow-up material on workshops should make it easier for them to plan and conduct workshops. Also, inviting key personnel from one district to attend workshops in neighboring districts may answer many questions about the importance of this implementation activity.

Continued support. Implementation will require a continued effort in each district after the initial workshops. Local curriculum leaders need continued contact with the state economics curriculum specialist to maintain the momentum for implementation. Full implementation will require a series of activities each year in the districts to help teachers understand and use the materials. The state specialist should be contacting these individuals to provide encouragement and ideas for implementation.

Development Process

A number of changes might be made in the staffing, strategy, and management of future curriculum development projects to make them more effective.

Staffing. Development team members should be chosen so that each one is has training and experience in development strategies and the use of evaluation findings. Team members should be good writers, as well as experienced teachers. Competitive activities could help to identify talented and experienced people. The team would benefit from the assistance of an evaluator who would help them examine design decisions and draft materials early in the process.

Strategy. There are nine steps that should be used in future instructional development project like this. They include:

1) Need assessment
2) Task and/or content analyses
3) Researching available resources and references
4) Instructional system and strategy design
5) Development of the instructional materials
6) Formative evaluation of the resulting materials
7) Revision of the materials, strategy, or system based on the formative evaluation results
8) Implementation of the course
9) Summative evaluation of the course

In addition to the above steps we recommend that development teams use what we refer to as fast prototyping. That is, we recommend that a strategy be developed consistent with learning types identified in the content/task analyses and that its processes be immediately tested in different school settings with two or three different lessons.

Management. The state should require approval of development at each phase for continued funding. Instructional design documents should be used as

a stimulus for thinking through the products and procedures in advance and thereby structuring the planning and implementation.

Attachment 1: Detailed Survey Findings

[Note: Answers have been grouped together and renumbered, the numbers do not match the original survey items.]

Brian Head Workshop Evaluation

1. DID YOU STAY FOR THE ENTIRE FOUR DAYS OF THE WORKSHOP?

   11 All four days
   1 Three days

2. WHAT WAS YOUR OVERALL IMPRESSION OF THE WORKSHOP?

   10 Very positive response
   2 Somewhat positive
   0 Not very positive

   WHY DID YOU ANSWER VERY POSITIVE OR SOMEWHAT POSITIVE?

   (a) I liked the fact that the conference was very well planned with many useful ideas, many of which I've already used.

   (b) I'm just starting to teach economics and I found the information given me at the conference very helpful.

   (c) I received a lot of useful materials--suitcases full.

   (d) The handouts were great; participants could listen without taking notes and still have all the information that was covered.

   (e) The historical perspective is good, but the consumer side of economics was not fully covered.

   (f) The goal presentations are prepared and clear, but they could be shorter by a full day and still be understood.

3. HOW CLEAR AND UNDERSTANDABLE WERE THE PRESENTATIONS AND ACTIVITIES AT BRIAN HEAD?

   10 Very clear
   2 Somewhat clear
   0 Not very clear

   WHY DID YOU ANSWER VERY CLEAR OR SOMEWHAT CLEAR?

   (a) They were easy to understand; I could see how to implement them in my own classes.

   (b) The materials are relevant; I would recommend no changes.

   (c) The presentations made information and concepts an easy and normal part of teaching, including some of the harder concepts.

4. HOW APPROPRIATE WERE THE WORKSHOP ACTIVITIES FOR YOUR NEEDS AND THE NEEDS IN YOUR DISTRICT?

8 Very appropriate
4 Somewhat appropriate
0 Not very appropriate

WHY DID YOU ANSWER VERY APPROPRIATE OR SOMEWHAT APPROPRIATE?

(a) I liked the idea of going to a workshop about all grades at the elementary level. For the last year I taught second grade, but when I came back to school I was switched to sixth, so it was important to have knowledge about the full range of programs.

(b) The conference was just what I needed.

(c) Some things are okay. I sifted through materials and tailored them to my own needs.

(d) I think there needs to be a change in the core curriculum in the state to mandate an economics class.

(e) Consumer economics needed more treatment to make the curriculum materials more appropriate.

5. DID YOUR PARTICIPATION IN THE WORKSHOP ENABLE YOU TO PROVIDE ADEQUATE INSERVICE TRAINING TO TEACHERS WITHIN YOUR HOME DISTRICT?

9 Yes
2 No, but I didn't expect the workshop to do this.
0 No, but another person who attended from my district did learn enough to do inservice training.
1 No, and it should have.

COMMENTS:

(a) I think for me, yes; but the average teacher who came was not already trained in making presentations. For most teachers, I would say no.

(b) The last day was the best--on how to make a presentation in your home district. But our home district could not put on a workshop for $600.

(c) I can't do it by myself. I need more background in specific implementation technique and strategy.

(d) I would need more help if I were to put on a workshop.

6. DID THE WORKSHOP PROVIDE ADEQUATE INFORMATION ABOUT HOW TO ARRANGE FOR OUTSIDE TRAINERS TO COME AND GIVE INSERVICE TRAINING TO TEACHERS WITHIN YOUR DISTRICT?

9 Yes
1 No, but I didn't expect the workshop to do this
2 No, and it should have

COMMENTS:

(a) They gave a good offer of help. They were clear about their offer with our inservice.

(b) We were mailed a list afterwards--great list--but money is a problem in our district.

(c) The "how to" is good--it is money that is no! The cost when you consider substitutes for the teacher's home classes and travel time [is too high.] $600 is too little.

(d) No, but I'm so new in teaching economics that my own resource pool is very limited.

7. WHAT OTHER COMMENTS OR SUGGESTIONS YOU WOULD LIKE TO MAKE ABOUT THE BRIAN HEAD CONFERENCE?

(a) The facility was very good--much better than expected.

(b) It was worthwhile. I want a follow-up conference.

(c) I made friends. I went to the Alpine Conference (not his district) to get more information.

(d) I am not sure if a trainer would travel to my home district for a workshop.

(e) I need help in setting up a workshop!

(f) I need help with resource personnel in own area.

(g) Want more coordination between secondary and elementary grade levels in materials.

(h) I don't like the Cedar City College B letter grade received for those who wanted credit. The B hurts my GPA and it was not clear why I did not receive an A. This seemed unfair and arbitrary.

(i) Why didn't more districts show up? In some cases we needed more appropriate personnel than the ones that did come.

Economics Materials Comments

8. WHAT PARTS OF THESE MATERIALS DO YOU OR YOUR DISTRICT NOW HAVE?

10 A copy of the new objectives for the economics strand of the state core curriculum.

5 Full set of elementary grade (K to 6) strategy sheets and materials.

1 Partial set of elementary grade (K to 6) strategy sheets and materials.

10 Secondary grade (7 to 12) instructional activity sheets and materials.

11 Secondary grade (7 to 12) catalog of instructional materials.

9 Computer disk versions of the secondary instructional activities and the secondary catalog.

12 Other economic education materials obtained through the Brian Head workshop (individual lesson sheets, materials produced by other states, etc.)

Note. Most of participants had trouble remembering what materials they had without going through them in front of them. Also, a list of those wanting some part of the materials cited was supply to the State Board of Education staff to aid in providing the wanted materials.

9. HAVE YOUR READ THE NEW STATE OBJECTIVES FOR THE ECONOMICS STRAND OF THE STATE CORE CURRICULUM?

10 Yes (3 of them said only at the workshop, not since)
2 No

10. HOW CLEAR AND UNDERSTANDABLE ARE THESE OBJECTIVES?

6 Very clear
3 Somewhat clear
3 Don't know or no comment

WHY DID YOU ANSWER VERY CLEAR OR SOMEWHAT CLEAR?

(a) The basic objectives fit the program ongoing in our district now.

(b) They seem to be very close to the needs of students in our district.

(c) They are easy to understand; the language is related to everyday terms.

Note: Most participants could not remember the objectives separate from the other materials.

11. HOW WELL DOES THE ECONOMICS STRAND OF THE STATE CORE CURRICULUM MATCH THE NEEDS AND CONDITIONS IN YOUR DISTRICT?

8 Very well
1 Somewhat
3 Don't know

WHY DID YOU ANSWER VERY WELL OR SOMEWHAT WELL?

(a) They match what is being used in our district now very well. [Two comments]

(b) It is a great program but it's hard to do in a smaller district than the Salt Lake area.

(c) It fits my needs very well, but I would need a lot of training to make the program usable to other teachers in my district.

(d) I used these materials in my own classroom with success. But I would need to teach others about them to make an impact in the district. Teachers need to have a chance to do the program, not just pick up information at a workshop.

(e) It appears that the curriculum is just what we need to have students understand about economics.

(f) I have applied the economics principles to social studies.

(g) The content is well rounded, except as mentioned before. [consumer issues]

(h) The content should be used in some history courses as well.

12. HAVE YOUR READ SOME OF THE NEW ECONOMICS CURRICULUM STRATEGY SHEETS (INSTRUCTIONAL ACTIVITY SHEETS) AND THEIR ACCOMPANYING MATERIALS?

11 Yes
1 No

13. HOW WELL DO THE STRATEGY SHEETS (INSTRUCTIONAL ACTIVITY SHEETS) MATCH THE OBJECTIVES IN THE ECONOMICS STRAND OF THE STATE CORE CURRICULUM?

10 Very well
1 Somewhat well
1 Don't know

WHY DID YOU ANSWER VERY WELL OR SOMEWHAT WELL?

(a) I like the strategy sheets the best and am using them with my sixth grade class.

(b) The activities are great.

(c) The curriculum should be revamped to cover all the materials from the text book.

(d) I have no changes to suggest.

(e) They are being used in the district now, in most senses, except without the formal training.

(f) They are very close.

(g) I answered "somewhat well" because I need to see what would work for me. We could use all the ideas in the worksheets.

14. DOES THE NEW ECONOMIC PROGRAM INCLUDE AN ADEQUATE RANGE OF CURRICULUM MATERIALS FOR EACH GRADE LEVEL?

12 Yes
0 No

COMMENTS:

(a) They build on each other very well to make a complete program.

(b) They are adequate, with good starting level activities. Of course I would like to see more materials provided but the ones that were are adequate for getting the program started.

(c) It is good to see the total program so we can work toward common end goals.

(d) Training for all teachers must be done on a larger scale if they hope to have all teachers using the program.

(e) Again, I would like to see more consumer level materials in curriculum.

(f) They are generally good, but I would like to see more on the 7th to 8th grade level to match the 10th through 12th grade materials.

(g) Getting the teachers to implement the program will be the problem, especially if they are ready to retire, or if this subject is out of their area.

Five people had no comments.

Aspects of the Materials Influencing Implementation

15. ARE THERE ANY ASPECTS OF THE NEW ECONOMICS CURRICULUM MATERIALS THAT WE HAVE NOT DISCUSSED THAT MAKE IT EASY TO USE THEM IN YOUR DISTRICT?

(a) Eight people said "No" to this question, and one said he could not answer.

(b) The program is good as it is.

(c) All of it is easy to use--motivation to do so is what is needed now.

(d) There is a problem with having very few economics classes being taught, so the materials get only slight use.

16. OTHER THAN WHAT WE HAVE DISCUSSED, WHAT ASPECTS OF THE NEW ECONOMICS CURRICULUM MATERIALS MAKE IT DIFFICULT TO USE THEM IN YOUR DISTRICT?

(a) Lack of money is the main problem. [Two people]

(b) Resources are limited. There is no computer system to use in our district as there is in large ones, and there are no other trained personnel to help with implementing the program.

(c) The text and film are too costly and we can't afford them in amounts large enough to fill our needs.

(d) Teachers are reluctant to change. They resist change and this resistance is always a factor in implementation of new materials.

(e) We need more grade level specific materials showing how to use the materials at different grade levels.

(f) My problem is that I am a new teacher. Talking to older teachers is a problem, because of fear of being accepted. Economics is also very new among the teachers in the subject area in our district.

(g) Our district is not paying much attention to this program. The lack of money is a big problem.

(h) One problem is that to use full impact or to provide enough coverage, an entire class in economics should be offered. With the State Core Requirement for World Geography, economics must be offered as an elective only.

District Factors Influencing Implementation

17. ARE THE NEW ECONOMICS CURRICULUM MATERIALS AVAILABLE TO YOUR DISTRICT AT A REASONABLE COST AND EFFORT?

7 Yes
2 No
3 Don't know

COMMENTS:

(a) The materials are located in three different places in the district and can be checked out, which makes them very accessible.

(b) We sent for and received materials at reasonable cost.

(c) Copies are easy to get by xeroxing them.

(d) I need to know what to get; the workshop helped with that. I have been able to get the materials when I ask for them through the district office.

(e) The materials are very cheap, and they can be tied into the social study text we already have. They could do it, but the district is not spending for them.

(f) We have a limited budget; the text is okay, but we don't have money for the film strip. Our limited district budget does not allow for expenditures at this time.

(g) The program is very expensive. The State Office has provided materials that were needed.

(h) The cost is too high! The text book and special items are easy to locate but funding their purchase is harder because of cutbacks from the state legislature.

(i) Money is a problem in our district.

(j) Three people did not know about the costs or availability of materials. One of the three knew that the budget was zero for social studies materials.

Note: Most felt conference materials were very easy to obtain and duplicate, but text and film strip were too expensive.

18. WHAT FACTORS IN YOUR DISTRICT MAKE IT EASIER TO IMPLEMENT THE NEW ECONOMICS CURRICULUM MATERIALS?

(a) We have a strategy bank to draw from in the district which includes a whole room with files of resource materials to use.

(b) There is administrative flexibility in design of materials that are used to cover curriculum requirements.

(c) The small size is an advantage. It is easy to reach all of the teachers in the district with responsibility in this area.

(d) I have freedom to implant material in lesson plans. I'm not sure about other teachers in the district other than my own situation.

(e) The social studies books can fit into the economics curriculum with a minimum of effort.

(f) Well prepared teachers and good text books.

(g) The district personnel are supportive but the lack of money for economics education is a very limiting factor.

(h) They have been supportive, but we have not discussed a workshop yet.

(i) We are beginning and heading in the right direction. We are having a meeting in the district to set up the social studies curriculum. They are pushing the economics program.

19. WHAT FACTORS IN YOUR DISTRICT MAKE IT MORE DIFFICULT TO IMPLEMENT THE NEW ECONOMICS CURRICULUM MATERIALS?

(a) I need more aid (personnel) in District to help me set up workshop.

(b) Money is a problem; there is no funding for a workshop.

(c) Teachers are apathetic, settled in an old routine and resist change.

(d) There has been no formal training in economics for teachers.

(e) We have a lack of resource material, especially films and filmstrips. [Two people] There is a lack of funds.

(f) There are only two teachers in the district in social studies.

(g) The resource bank is in American Fork, which is too far for many school teachers in Orem to use easily.

Three people said that there were no factors which restricted implementation.

20. HOW STRONGLY DOES THE DISTRICT ADMINISTRATION SUPPORT THE TRAINING AND IMPLEMENTATION OF CURRICULUM MATERIALS IN ECONOMICS EDUCATION?

7 Very strongly
4 Somewhat strongly
0 Not very strongly
1 Don't know

WHY DID YOU ANSWER VERY STRONGLY OR SOMEWHAT STRONGLY?

(a) We have had a training conference to reinforce the Brian Head seminar.

(b) The district has helped to set up workshops.

(c) The supervisor backs me, including with funding.

(d) They give us what we ask for as long as money is available--which is getting to be a large problem. [Two people]

(e) The district is gung-ho for it but they don't have funding for inservice or special materials.

(f) They back us--as long as it doesn't cost.

(g) There are no funds available for the program. [Two people]

(h) There is not much interest from the district staff for this program. [Two people]

(i) We have not planned any follow-up training.

(j) Our district is busy with converting to a trimester system. We have not talked about a training program, but when and if we hold one, I will need some help.

21. WHAT KIND OF RESOURCE PEOPLE DO YOU HAVE IN THE DISTRICT OR THE COMMUNITY TO HELP IN IMPLEMENTING THE NEW ECONOMIC CURRICULUM IN THE CLASSROOM?

(a) We have an interlibrary loan system through the media center.

(b) We have a social studies leader in one district, with a department chairman and a program to bring in local community and business leaders.

(c) None--I'm the main resource person.

(d) In the district I'm not sure. The community is wide open!

(e) Letters from the banker and other materials from the Federal Reserve.

(f) The bank is willing to help, providing free check books for students to use for practice. The credit union has pamphlets on banking functions.

(g) Various local business people are available and willing to help. [Four people]

22. WHAT OTHER COMMENTS WOULD YOU LIKE TO MAKE ABOUT THE CONDITIONSINYOURDISTRICT FOR IMPLEMENTING THE NEW ECONOMICS CURRICULUM MATERIALS?

(a) We need more money to implement this workshop and program. [Two people]

(c) We have so much going on in the district we may pull back from the workshop program for the time being. There are so many programs, and there are not many people who push economics.

(d) I've found it hard to work with my district coordinator on this project.

(e) We have an interlibrary loan system through the media center, which makes it easier to obtain needed reference and resource materials.

(e) No comments. [Seven people]

District Implementation Activities

23. WHAT TRAINING WORKSHOPS HAVE BEEN HELD FOR TEACHERS OR ADMINISTRATORS IN YOUR DISTRICT TO DISCUSS THE NEW ECONOMICS EDUCATION MATERIALS?

Only 1 workshop has been held at time of survey.

For this workshop, two teachers from each school in district were invited to participate in a 4 hour workshop. It was held on the third Thursday in October in the evening. Teachers were provided with curriculum materials, including worksheets so they could apply the new economic strand in their classrooms. A follow-up district workshop will be held in January or February, 1987.

24. WHAT ECONOMICS CURRICULUM MATERIALS OR OTHER RESOURCES HAVE BEEN MADE AVAILABLE TO TEACHERS IN YOUR DISTRICT WHO DID NOT ATTEND THE BRIAN HEAD WORKSHOP?

Materials for non-attending teachers were not generally distributed to teachers but they were available if requested or shared on a one-to-one basis.

25. WHAT ORIENTATION MEETINGS HAVE BEEN HELD FOR TEACHERS OR ADMINISTRATORS IN YOUR DISTRICT TO SHOW THEM THE NEW ECONOMICS EDUCATION MATERIALS?

Two districts have held formal orientation meetings. In the other districts only brief, informal conversations with district personnel were reported.

26. WHAT OTHER MEANS, IF ANY, HAVE BEEN USED FOR INFORMING TEACHERS ABOUT THE NEW CURRICULUM MATERIALS (NEWSLETTERS, FACULTY MEETING ANNOUNCEMENTS, ETC.)?

There was no other means being used to inform teachers about the economics materials.

27. WHAT ACTIVITIES ARE PLANNED FOR THE NEXT FEW MONTHS TO IMPLEMENT THE ECONOMICS EDUCATION MATERIALS IN YOUR DISTRICT?

(a) We did one workshop and I don't know when another one is planned.

(b) November 2nd and 18th--(two Tuesdays in November) are planned for our meeting with all social studies teachers in the district.

(c) On Jan. 17th a meeting is planned for all social studies teachers in the district.

(d) I've planned or have plans for a workshop but the district has taken no action to help or set a date as of right now.

(e) Workshop dates are up in the air; maybe next spring.

(f) None right now--maybe at end of January, first semester. The funding of $ 600 is not enough and the district has no plans for funding.

Note: These are the only positive responses to workshop plans. The six other district personnel did not mention any plans at all for a workshop.

Final Comments

28. ARE THERE ANY OTHER CHANGES THAT SHOULD BE MADE IN THE TRAINING, THE MATERIALS OR IN HOW THEY ARE PROVIDED TO TEACHERS SO THAT THE CURRICULUM WILL BE MORE USEFUL?

(a) This is a good program. It needs time to really blossom into a full-fledged program.

(b) I would like more help in workshop preparation, more training with more district personnel trained and involved.

(c) Three types of workshops should be planned for different interest groups: Elementary (K--6); Junior High (7--9); and High School (10--12)

(d) Don't divide elementary teachers in such small groups. They need more general, overall coordination, and information for all elementary grade levels.

(e) We have not yet addressed how funding may be found on district levels.

(f) We must have feedback on those in the state who are doing the program.

(g) A lot of information was given--a big job. Be more specific. Distill it down into a more manageable form. It would help to set goals and get started doing the program.

(h) Collect materials in standard-size paper with holes punched for inclusion into a binder. That would make it easier to organize and keep information.

Attachment 2: Survey Form and Procedures
[Note: Blank space for recording responses removed to reduce pages]

WIRE Survey of Implementing Economic Education in Utah

Form ID # _ _ _

Name & Title _____
Phone # ( ) _____-_____extension_____
Mailing Address _____
_____

Survey Introduction

Hello. Is this _____ ?
This is _____, and I am calling from Salt Lake City. The Utah State Office of Education has asked my group to do a state-wide survey to find out what teachers think of the new economic education materials and training being provided in Utah this year. The results of the survey will be used in planning improvements in both the material and in the inservice training of Utah teachers.

I understand that you attended a workshop in August at Brian Head to learn about the new curriculum material. Is that correct? [IF THE PERSON DID NOT ATTEND THE BRIAN HEAD WORKSHOP, ASK IF THEY KNOW WHO FROM THEIR DISTRICT DID.]

The questions that I need to ask should take about 20 minutes. I want to add that I would be happy to answer any questions you might have about the study, either now or later. Okay?

To start off with, I would like to ask you about the Brian Head workshop.

1. Did you stay for the entire four days of the workshop?

   [ ] yes
   [ ] no How many days were you there? _____

2. What was your overall impression of the workshop? [READ OPTIONS]

   [ ] very positive
   [ ] somewhat positive
   [ ] not very positive
   [ ] don't know, couldn't say [DON'T READ THIS OPTION]

3. Why did you answer **very positive/somewhat positive/not very positive**? (PROBE: What changes were needed to make it more positive?)

4. How clear and understandable were the presentations and activities at Brian Head? [READ THE OPTIONS]

   [ ] very clear
   [ ] somewhat clear
   [ ] not very clear
   [ ] don't know, couldn't say [DON'T READ THIS OPTION]

5. Why did you answer **very clear/somewhat clear/not very clear**? (PROBE: What changes were needed to make them clearer?)

6. How appropriate were the workshop activities for your needs and the needs in your district? [READ THE OPTIONS]

   [ ] very appropriate
   [ ] somewhat appropriate
   [ ] not very appropriate
   [ ] don't know, couldn't say [DON'T READ THIS OPTION]

7. Why did you answer **very appropriate/somewhat appropriate/not very appropriate**? (PROBE: Was the scope of the presentations appropriate? Was the instruction well matched to your knowledge of economics? Was the content of the instruction relevant for the students in your district?)

8. Did your participation in the workshop enable <u>you</u> to provide adequate inservice training to teachers within your home district? [READ OPTIONS]

   [ ] yes
   [ ] no, but I didn't expect the workshop to do this.
   [ ] no, but another person who attended from my district did learn enough to do inservice training. [IF OPTION SELECTED ASK: Who is this?_____]
   [ ] no and it should have. [IF THEY SELECT THIS OPTION ASK: What changes should have been made in the workshop to prepare you to do inservice training?

9. Did the workshop provide adequate information about how to arrange for outside trainers to come and give inservice training to teachers within your district? [READ OPTIONS]

[ ] yes
[ ] no, but I didn't expect the workshop to do this.
[ ] no and it should have. [IF THEY SELECT THIS OPTION ASK What changes should have been made in the workshop to better do this?]

10. What other comments or suggestions you would like to make about the Brian Head conference?

Now, I would like to ask you about the new economics education curriculum materials.

11. What parts of these materials do you or your district now have? [READ THE LIST. FOR PARTS THEY DON'T HAVE ASK: Will you be getting this in the next month or two? IF THEY SAY NO, ASK WHY AND WRITE ANSWER IN THE MARGIN BELOW EACH PART.]

	NOW HAVE	WILL GET	
a.	[ ]	[ ]	A copy of the new objectives for the economics strand of the state core curriculum.
b.	[ ]	[ ]	Full set of elementary grade (K to 6) strategy sheets and materials. (Equals a 2' to 3' thick stack of paper with folders for each grade.)
c.	[ ]	[ ]	Partial set of elementary grade (K to 6) strategy sheets and materials. Which grades do you have (circle)? K 1 2 3 4 5 6
d.	[ ]	[ ]	Secondary grade (7 to 12) instructional activity sheets and materials. (1" thick, 272 pages, color coded in a 3 ring binder. It is entitled Economics Classroom Activities.)
e.	[ ]	[ ]	Secondary grade (7 to 12) catalog of instructional materials. (76 pages, color coded. It is entitled Economics Resources.)
f.	[ ]	[ ]	Computer disk versions of (1) the secondary instructional activities and (2) the secondary catalog.
h.	[ ]	[ ]	Other economic education materials obtained through the Brian Head workshop (individual lesson sheets, materials produced by other states, etc.): _____

12. Have you read the new state objectives for the economics strand of the state core curriculum?

[ ] no [SKIP TO QUESTION 17]
[ ] yes

13. How clear and understandable are these objectives? [READ THE OPTIONS]

[ ] very clear
[ ] somewhat clear
[ ] not very clear
[ ] don't know, couldn't say [DON'T READ THIS OPTION]

14. Why did you answer **very clear/somewhat clear/not very clear**? (PROBE: What changes are needed to make them clearer?)

15. How well does the economics strand of the state core curriculum match the needs and conditions in your district? [READ THE OPTIONS]

[ ] very well
[ ] somewhat well
[ ] not very well
[ ] don't know, couldn't say [DON'T READ THIS OPTION]

16. Why did you answer **very well/somewhat well/not very well**? (PROBE: Is the scope of the objectives appropriate? Are the objectives well matched to the ability levels of the students? Is the content of the objectives appropriate for the students in your district?)

17. Have you read some of the new economics curriculum strategy sheets (instructional activity sheets) and their accompanying materials?

[ ] no [SKIP TO QUESTION 21]
[ ] yes

18. How well do the strategy sheets (instructional activity sheets) match the objectives in the economics strand of the state core curriculum? [READ THE OPTIONS]

[ ] very well
[ ] somewhat well
[ ] not very well
[ ] don't know, couldn't say [DON'T READ THIS OPTION]

19. Why did you answer **very well/somewhat well/not very well**? (PROBE: What changes are needed to make them a better match?)

20. Does the new economic program include an adequate range of curriculum materials for each grade level?

[ ] yes
[ ] no What additional materials at what grade level might be included in them?

21. Are the new economics curriculum materials available to your district at a reasonable cost and effort?

[ ] yes
[ ] no How could they be provided in an easier or more convenient way?

22. Are there any aspects of the new economics curriculum materials that we have not discussed that make it easy to use them in your district?

23. Other than what we have discussed, what aspects of the new economics curriculum materials make it difficult to use them in your district?

Now, I would like to ask you about conditions in your district that may effect your use of the new economics education curriculum materials.

24. What factors in your district make it easier to implement the new economics curriculum materials?

25. What factors in your district make it more difficult to implement the new economics curriculum materials?

26. How strongly does the district administration support the training and implementation of curriculum materials in economics education? [READ OPTIONS]

[ ] very strongly
[ ] somewhat strongly
[ ] not very strongly
[ ] don't know, couldn't say [DON'T READ THIS OPTION]

27. Why did you answer **very strongly/somewhat strongly/not very strongly**?

28. What kind of resource people do you have in the district or the community to help in implementing the new economic curriculum in the classroom?

29. What other comments would you would like to make about the conditions in your district for implementing the new economics curriculum materials?

IF SEVERAL PEOPLE FROM A DISTRICT CAME TO THE BRIAN HEAD CONFERENCE, ONLY THE DISTRICT CURRICULUM SPECIALIST IN SOCIAL STUDIES (OR A SIMILAR PERSON) WOULD BE ASKED THE FOLLOWING QUESTIONS.

IF YOU DON'T ASK THESE QUESTIONS FOR THIS INTERVIEW, SKIP TO QUESTION 35.

30. What training workshops have been held for teachers or administrators in your district to discuss the new economics education materials? (PROBE: How many meetings have been held? When were they held? How much time was spent in the meetings? How many teachers or administrators attended? What grade levels (and curriculum areas at the upper grade levels) were represented? What resulted from this activity?)

31. What economics curriculum materials or other resources have been made available to teachers in your district who did not attend the Brian Head workshop? (PROBE: Where are the materials housed? How do teachers get access to them?)

32. What orientation meetings have been held for teachers or administrators in your district to show them the new economics education materials? (PROBE: How many meetings have been held? How much time spent was spent in the meetings? How many teachers or administrators attended? What grade levels (and curriculum areas at the upper grade levels) were represented? What resulted from this activity?)

33. What other means, if any, have been used for informing teachers about the new curriculum materials (newsletters, faculty meeting announcements, etc)? (PROBE: To which teachers was this information distributed? When? What resulted from this activity?)

34. What activities are planned for the next few months to implement the economics education materials in your district?

Type of activity	Date planned?	Who will attend?
Informational meeting:		
Teacher workshop:		
Other:		

35. Are there any other changes that should be made in the training, the materials or in how they are provided to teachers so that the curriculum will be more useful?

36. Are there other in your district that we should also call to learn more about the use of the new economics education material in your district?
Name & Position:_____.
How to locate:_____.
(get just enough to contact, don't bog down)
Name & Position:_____.
How to locate:_____.

Name & Position:_____.
How to locate:_____.

Thank you for your kind assistance! You have been very helpful.

[Remember to record interview time and to check all answers.]

Rule Book for Economics Education Survey

A. Who to talk to:

You want to interview the participants at the Brian Head workshop held this August (see attached list).

If time permits and the Brian Head participants from a district are not district curriculum leaders in economics, you may also interview the district social science curriculum specialist or someone else identified as being a key district person for economics curriculum.

Do not spend a lot of time interviewing or discussing the survey with individuals who do not qualify for the target group.

B. Before you start . . .

Make sure you have the forms, at least three sharpened pencils, and a clear working area for writing. Make sure the work place is quiet and that it will stay that way for the duration of the interview. Make sure your throat is clear sounding. If you have a cold, take a decongestant or something to sound normal. Have a glass of water available to help you if you get a frog in your throat during an interview.

C. For the interview be sure to . . .

1. Mark the time the interview starts on the cover sheet.

2. Read the questions clearly without giving suggested answers. Memorize the questions and the layout of the form so you can read questions without hesitation and quickly find the proper place to record answers.

3. If it seems that a question has been misunderstood, do not tell the respondent that you think he misunderstood. Instead, these responses may be of help.

   Could I read the question and the answer I've written down just to be sure I have everything you wanted to say.

   I think I may not have read the question correctly, so, may I read it again to be sure.

4. Use neutral probes as needed. If you are in doubt about how to interpret the respondent's answer or what it means, we will be in even greater doubt. Probe until you are sure. But, do it neutrally. A statement like, "Then what you really mean is ..." does not convey neutrality.

   Sometimes in answering one question, the respondent will also answer another question. However, you should ask each question to be sure it is answered completely. However, do this in a way that

acknowledges their earlier comments. Probe especially on open ended items that have been partially answered in response to other questions. For example, you might say:

> I think an earlier comment you made might have answered some of the next question. Let me read the question and my notes on your response, and then you can clarify or add to the comments.

Do not synthesize an answer to a question out of their earlier comments when they have not specifically addressed the content of a question, even when their position is obvious to you. However, for questions with specific multiple-choice answers, their earlier answers may clearly answer these questions too. In cases where they have in effect given nearly verbatim responses you may use the following statement.

> You might have already answered the next question. It asks [read the question], and you said [read recorded answer]. Is that correct?

Before accepting an answer of "I don't know," be sure to probe. Respondents frequently use that phrase in a way that says, "I'm thinking!"

Some example of probes you might use:

> Yes, I see, (or) Uh-huh ... (stated in an expectant manner and followed by a pause)
>
> Could you be a little more specific?
>
> I am not sure I am entirely clear about what you mean. Could you explain it a little more?
>
> Could I read back what I have written down to be sure I have exactly what you want to say?

DO NOT agree with answers the respondent gives.
DO NOT EXPRESS YOUR OPINIONS regarding the economics education curriculum, the inadequate funding of education, politics, the weather, or any other topic. This is a vital difference between a neutral probe and a biasing probe.

5. Write down everything.

If a respondent qualifies an answer, or if a comment (probe) you offer stimulates a new response, write it down. Attempt to get it in verbatim form if it doesn't break the flow of the interview. You may need to rewrite answers after interviews to expand out what was said. Take good enough notes during the interview to allow you to accurately expand the answers later.

6. Before you hang up scan over the form to be sure you have asked all of the questions for each project mentioned.

7. If the length of the survey causes them to want to terminate in the middle, ask if you can call back to finish it. As a last resort, ask who else in their office you might talk to.

D. When you hang up:

1. Immediately note time and calculate length of interview. Record this on the survey cover sheet.

2. Immediately go over every single answer to make sure it was done correctly. Fully expand out notes for answers. Rewrite answers which you even suspect might be illegible.

E. At the end of each work day:

1. Fill out the log of time and calls you have made for this survey. Record the long distance time used.

2. Call Bill Quinn to report the day's work and discuss any problems or concerns. If a big problem comes up during the day don't hesitate to call me.

Possible Answers to Refusals for Economics Education Survey

REASON FOR REFUSING	. . . AND POSSIBLE RESPONSES
TOO BUSY	This should only take a short time. Sorry to have caught you at a bad time. I would be happy to call back. When would be a good time to call in the next day or two?
NOT INTERESTED	Its extremely important that we get accurate information about each of the districts otherwise the results won't be very useful. So, I'd really like to talk to you.
OBJECTS TO SURVEYS OR TO PHONE SURVEYS	We think this particular survey is very interesting because the questions deal with an important issue in Utah education. We are doing this survey by telephone because this way is so much faster and it gives you a better opportunity to express exactly what you want to say.

What They Might Like to Know About Economics Education Survey

WHAT IS THE WASATCH INSTITUTE FOR RESEARCH AND EVALUATION?

It is a consulting firm which was established to provided research and evaluation services concerning problems in education.

WHO IS SPONSORING (PAYING FOR) THE SURVEY?

The Jordan School District, as part of their grant from the Utah State Office of Education, has commissioned this study to aid in planning future curriculum projects.

WHAT IS THE PURPOSE OF THIS SURVEY?

This information will aid the Utah Office of Education in planning future curriculum projects.

WHO IS THE PERSON RESPONSIBLE FOR THE SURVEY? MAY I TALK TO HIM?

The person is Dr. William Quinn. I am sure he would be happy to talk to you. I can have him call you, or if you like you can call him collect.

HOW DID YOU GET MY NAME?

Your name was on a list of those attending the Brian Head workshop.

IS THIS CONFIDENTIAL?

We will not be asking any personal information of you. The survey will only deal with you opinion of the economic education material, the training provided to help teachers use it, and your districts use of these materials. Your name will not appear in the report, and only a summary description of the professional positions of respondents will be reported.

CAN I GET A COPY OF THE RESULTS?

Yes, we would be glad to send it to you, if you will give me your current address. We hope to have the results ready in about four months.

Attachment 3: Instructional Design Review by Dr. Gale

Utah Economics Curriculum Materials:

Comments on the Instructional Design

Submitted by

Larrie E. Gale, Ph.D.

January 17, 1987

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Utah Economics Curriculum Materials:

Comments on the Instructional Design

Introduction

In the following sections the instructional design and instructional strategies used will be commented on based on the objectives for the program and the types of learning required for those objectives. The developed materials will be briefly described from this perspective with general comments on the appropriateness of the strategies used. Specific comments will also be made about each group of lessons. A final section will make recommendations for the incorporation of valid instructional design strategies in the team development of instructional materials.

What Was Planned Or Intended

Objectives

The intentions of the economics content provided by the state appear to be to teach elementary and secondary students to both understand and appreciate (be positively inclined towards) the free enterprise system. This suggests that a major reason for the State-prescribed content is to persuade students to have a positive attitude toward the free enterprise system, to motivate them to support the system, and not just simply understand it. However, the objectives actually used in the materials are, without exception, descriptive of a type of learning referred to in the literature as the learning of defined concepts. Those developing the materials dutifully followed the objectives and developed materials which, for the most part, encourage the acquisition of defined concepts only. This is problematical if persuasion and motivation were intended, as proven instructional strategies for motivating or persuading have not been included and will only occur by accident.

The Perspective Used

Different types of learning can be identified as being unique, distinct from each other in that each learning type requires the use of different instructional strategies. According to one interpretation of research over the last two decades, there are at least nine different types of learning, each of which requires that different conditions be met and that different elements be present in the instruction for each learning type. Such a perspective suggests that prescription is possible and that the findings of educational research can be employed to produce better products. While such a position does not argue against intuitive insight or experience, it does suggest that there is a scientific base from which we can work as we develop instructional materials and that that base is a more certain foundation upon which we should build while being artistic as we apply principles that research suggests are beneficial.

Consistent with this perspective, learning types can be categorized according to the following areas:

Figure 1: Learning Types

Concrete Concepts
Discrimination & Paired-Associate
Defined Concepts
Abstract Concepts
Rule Learning and Rule Use
Problem Solving
Psychomotor Skills
Attitudes (Motivation, Persuasion)
*(Verbal Learning)**

* *Verbal learning is not really a learning type but a way of teaching. It is included because most instruction takes this form.*

For each of the above learning types a different strategy should be used. Research tells us that different conditions need to be met and different elements need to be present if we are to be successful with each learning type. For instance if we're dealing with learning discriminations we would develop courseware that satisfied the conditions listed in Figure 2. If, on the other hand, we are teaching defined concepts we would want to consider the information in Figure 3. Criteria extracted from research has been identified for each of the learning types listed above but have not been included in this document.

Figure 2: For Discrimination Learning

Conditions to Satisfy:

1. *The learner needs to know the name, label, or function of the object.*
2. *Present the objects with their names, labels, descriptions or demonstrations of their functions.*
3. *Provide practice identifying each object.*
4. *Provide selective reinforcement of correct vs. incorrect responses.*

Elements that Need to be Present:

1. *Multiple opportunities for practice*
2. *Increasing levels of difficulty (possibly)*
3. *Distractors normally found in context that may cause confusion*

Examples:

1. *Learning the letters of a new alphabet like Russian or Japanese*
2. *Learning to distinguish between differing shades or tints of the same color*
3. *Learning to identify the taste of real vanilla extract*
4. *Learning to identify the sounds of Morse Code letters*

Comments:

This learning type is usually pre-requisite to most other forms of learning but is so simple it is generally overlooked.

Figure 3: Teaching Defined Concepts

Conditions to Satisfy:

1. *Learners must know the vocabulary used in the definitions.*
2. *Learners must know any component concepts.*
3. *Learners must be able to distinguish the subject from its relationships.*

Elements that Need to be Present:

1. *Presentation of the concept and its definition*
2. *Provision of examples and appropriate distractors*
3. *Provision of ample practice opportunities*
4. *Provision of prompt feedback to reinforce correct choices*
5. *Final evaluation of learners' abilities to identify and use the concept*

Examples:

1. *Teaching the concept of prime numbers*
2. *Teaching the concept of laser light used for welding*
3. *Teaching the concept of "supervision"*
4. *Teaching the concept of measurement (not evaluation)*

Comments:

Because we rely so heavily on verbal learning this learning type is, by far, the most common. However, most instruction doesn't provide the necessary examples, ample practice or feedback.

Types of Learning Required for the Economics Objectives

As indicated above, the objectives suggest that all learning will be couched in the form of defined concepts. However, implied in these objectives as a whole, is the intent to persuade students that the free enterprise system is something that is beneficial, works well and should be maintained. Also implied by some of the objectives is a form of learning called paired associate learning where labels or terms need to be matched with appropriate definitions. While the types of learning actually required of students will vary from classroom to classroom and depend on the teacher's specific application of the materials provided, it appears from the lesson plans available that defined concepts, and limited paired-associate learning are the types of instruction planned for students.

General Reaction to the Developed Materials

Apparent Strategies Used

Depending on the team member working on the materials, unique and creative approaches to teaching the content were used that are certain to capture the attention of at least some of the students. Simulations, class activities, and even field trips were recommended that were creative and beneficial. The large resource bank identified by teams developing the materials also provided a valuable tool to the teachers as a variety of different resources and media were identified and described for teacher and student use. (Obviously, the availability of such materials from district to district would make a difference in how the instruction would be implemented; and a teacher's inclination to use or avoid the use of different media forms would also limit the effectiveness of that which is planned). By and large, those designing the lessons provided teachers with very practical suggestions and tools which would make it easy for the classroom teacher to quickly and simply adapt what is recommended to their particular needs and circumstance. In this regard the materials have a particular strength and reveal the practiced experience of those who developed them. The suggestions for classroom activities, simulations, field trips, etc., were the real strength of the instructional materials.

As suggested above, virtually all of the materials reviewed taught and tested for defined concepts only. Even the class activities, simulations, and field trips appeared to have this learning type as the only end result. This is not surprising as most instruction in the public schools and higher education assumes that a student's ability to define something proves his or her ability to understand and apply it. Unfortunately, this is an assumption proved erroneous by research.

General Problems

Problems occurring on a regular basis across grade levels and development teams included:

1) several objectives appeared to be very ambitious and the instructional materials, therefore, could not readily measure up to that which was required.

2) Quite frequently the classroom activities and the simulations that would be of most interest to the students also might be distractors in that they require students to pay more attention to the details of the simulation than the underlying principles being taught. In many cases this problem could be rectified by changing the simulation slightly or by constantly calling students' attention to why they're involved in that activity and to pull the instruction together in a series of review activities, tests, etc., that would help students focus on the principles rather than the game.

3) Too frequently there was an apparent mismatch between the objectives or goals stated and the specific classroom activities, simulations, or other suggestions provided. It seemed like some developers created lesson plans, activities, etc., based on things that had worked for them in the past in maintaining student attention and keeping students busy, but that these activities were not based on the stated goal or objective.

4) Many of the materials used in classroom activities, and simulations especially, appear to be heavily borrowed from existing textbooks or other manuals. Depending on how they are duplicated and used, some uses may step over the lines of propriety into copyright violation. Since so many of the activities and simulations that appear to be interesting and potentially powerful were borrowed from existing workbooks or texts and because they may be used state-wide, their use could conceivably be a violation of copyright. It would seem advisable to develop instructional materials based on such simulations, but to make them substantially different in their detail or context so that in this, and possibly other ways, the state could avoid potential confrontation or even litigation.

5) Still another problem recurring across grade levels and development teams was the fact that the quality and quantity of materials provided for each lesson varied substantially with the developer providing them. Some of the teachers on the development team had a natural knack for identifying appropriate activities and resources, tying these all together, recommending how the teacher could use them while staying close to the original goal or objective. Others displayed a consistent difficulty matching activities with objectives, providing enough content and substance to be helpful, and/or showing how the different materials and activities had any continuity. This, of course, is to be expected in any team effort but it would seem that management procedures should early identify those who have the skills and keep them on the project while releasing those who have no such skills or inclination.

Comments Regarding Specifics

Instructional Materials Developed for K To 6 Grade

The project began somewhat tardily owing to a variety of reasons, and work began in earnest in January 1986. All the work was based on what the end product should look like and this conceptualization of the end product has evolved to become something of a resource file and curriculum guide organized in a file drawer. As the system was conceptualized, the district decided to include all subject matter content, not just economics, in the system, and much of the effort and energy was spent developing the system and organizing it for all content areas. Areas included in the system are geography, geography skills, economics, social studies, citizenship, career education, government, history, social skills and social systems.

The committee of two teachers from each grade level began their work by visiting others and harvesting ideas for the teaching of economics. From this harvest they formulated strategies, wrote/created the materials, and then looked for and occasionally purchased printed and other media in support of what had been developed.

The entire system is based on concepts with each concept tied to an objective and where each concept has at least one, and typically two or three, suggested teaching strategies. Additionally, support materials and resource materials are recommended that are tied to the strategies. These materials are intended to help with terminology, vocabulary, provide references, tests, etc.

The team members do not see the resulting materials as an end product but as a prototypes they would like to continue refining.

From the evaluator's perspective, the resulting materials are the same as a district curriculum guide, only they are not bound in a manual but are carefully coded with colors and key words in a series of file folders.

Specific comments regarding this set of instructional materials include:

1) The "strategy sheets" should be carefully reviewed for basic spelling errors.

2) There were packets where;
   a) the objectives and activities didn't match very well,
   b) the activities actually distracted from the goals stated,
   c) there doesn't appear to be any summation or review or activities to tie the different concepts together and encourage students to focus on what they are supposed to notice and retain.

3) Some of the instructional materials appeared to be incomplete and others were anemic, providing very little content or suggestions for activities.

4) Virtually all of the materials assumed the learning type was defined

concepts and expected students to read, to listen to lectures and to either verbally respond to or write about the defined concepts involved.

5) Where strategies required students to actually apply the concepts to real-life situations, they appeared more likely to attract and maintain student interest.

6) An occasional simulation was created, but they were not much in evidence in this set of materials.

7) There was a wide variance in what was available for economics through the grade levels, where some grade levels seemed to be reasonably complete and others had anemic lessons sporadically scattered through the objectives.

8) The box of instructional materials reviewed consisted of at least two-thirds other subjects and less than one-third economics. This can give a casual reviewer an inflated or false picture of what's available -- of what's actually there for the economics curriculum.

9) The dissemination of the materials appeared to have substantial problems primarily because those responsible for dissemination were not involved early in the development of the materials and didn't have much ownership of them.

10) Also, the idea of having an inservice as the primary dissemination strategy would not appear to be as worthwhile as a combination of an inservice followed by team members taking the materials "on the road" to display and demonstrate them in different schools.

11) The instructional materials were very similar in design, quality and general approach to the materials developed for grades 7-12.

12) There was a very uneven quality in the materials and the activities or resources proposed by them.

13) The materials obviously had a strategy emphasis rather than an objective, content, or "what do we want the student to learn" emphasis.

14) These materials were very simple and existed at a low level intellectually, we assume to match the grade level and interest of younger students. However, they tended to be too simple especially in the upper grades. A question could be raised about how challenging the materials are to the students.

15) Occasionally the materials were tied to practical situations and direct applications to things with which the students are familiar -- a very good idea.

16) An analysis of the time and effort put into the development of these

materials compared with what was produced would likely suggest that development team members have not had the kind of experience that would make them efficient developers.

17) A concern: How will continuity be maintained when the money set aside for development is gone and those who developed the materials leave (probably by this June)? Will the materials be continued and will they be used in the absence of those who are attempting to disseminate and "sell" them and when no one really has ownership of their continuation? If this is a "one shot" project, then it falls into the trap of projects in other states and districts where materials are shelved as soon as the development team goes away.

Instructional Materials Developed for Grades 7 - 12

Rather than repeating most of the comments listed above for the materials developed for K-6, it should be observed that virtually all earlier concerns apply to these materials as well.

A few writers on this team appear to have more experience, or natural talent, as evidenced by the practical applications and simulations that will attract and maintain student interest. The developers on this team appeared better able to coordinate the resources, activities, lecture suggestions, etc., with the goals or objectives. The overall quality in these materials appears better.

Specific comments for the 7 - 12 materials are used to emphasize their particular visibility in this set of materials.

1) The in-classroom techniques and strategies recommended were, without question, the best part of the materials reviewed.

2) Virtually all of the materials assumed that defined concepts were being taught, that they were the key to "understanding" economics and the free enterprise system.

3) Some of the simulations appear to have or be distractors with students paying more attention to the game itself rather than the principles it was supposed to demonstrate. Again, the solution is to not throw the game away but rather make a studied attempt to focus on the principles being treated.

4) Materials were regularly not created but heavily borrowed from existing, and probably copyrighted, works.

5) The quality of the materials varied substantially from writer to writer with some displaying a natural talent for development.

6) Occasionally the reader is uncertain as to whether portions of a course are being developed or simply a showcase of useful materials. This probably stemmed from the fact that the recommended media were not available to review and it was not obvious how these might

fit into the suggestions and lessons planned.

7) The instructional materials developed were generally aimed at teacher use only and didn't emphasize what was expected from students. While there is an obvious relationship between the two, this focus on the teacher is usually detrimental to the objectives and goals intended.

Again, the concerns listed above in the K-6 materials repeated themselves in this set of materials and the numbered items listed above, where they are duplicates of the earlier concerns, are stated for emphasis -- to show which concerns recurred frequently in this set of materials.

Recommendations for Next Time

The Development Team

We strongly recommend that a team be used in the development of instructional materials. However, how the team is selected and who actually serves on the team ought to be controlled for beneficial effect. It would seem wise to include on that team an individual well-trained in both the instructional design process and instructional design principles. While an individual trained in the traditional "curriculum and instruction" programs could also be useful on such a team, the training we're referring to would include practical experience in the application of research results (instructional design principles) to the creation of instructional strategies and materials. While the label of that person or the program from which they graduated varies across the U.S., the point is that the individual would need to know both the process of developing materials and educational research results so s/he could apply the same beneficially to the materials created.

It would be useful to have someone well schooled in evaluation (not student testing alone) on the team. An experienced evaluator who would challenge design decisions early in the project could have a positive, refining effect on the entire process, not just on the formative evaluation that occurs relatively late.

Obviously, developers (writers) would also be essential on the team. It would seem best to recruit the majority of these writers from the classroom, but in order to maintain the level of quality across the materials developed, it is also necessary to identify teachers who have experience or a natural talent for writing and development. A process for accomplishing this that has been used successfully in the past includes holding a competition where teachers are provided with a general design document with objectives and invited to create instructional materials, strategies, classroom activities, etc., appropriate to the design description. Besides creating useful materials in the competition, the best of the developers/writers could be identified by the project director, evaluator, instructional designer, and put to work creating the course.

Once you've identified those who have a knack for creating sound instruction, it becomes possible to assign the best of them to direct elements

of the project or to serve as quality controllers for what others are producing.

Normal business practices should be expected in the management of the team and individuals not producing quality materials or meeting deadlines should understand that they can be released and others retained in their stead. Choosing people to be members of a team based solely on the recommendations of others and then hiring them to the team on a permanent basis would clearly be an unwise way to proceed where consistent quality and substance in the instructional materials are desired outcomes. It would be inappropriate for extra curricular activities and associated pay to be passed out as rewards to people that have performed well in the classroom but who may not be the best instructional developers or writers in the district.

The Instructional Development Steps

Steps used in the instructional development process are generally well known but occasionally used. They include:

1) Need assessment
2) Task and/or content analyses
3) Researching available resources and references
4) Instructional system and strategy design
5) Development of the instructional materials
6) Formative evaluation of the resulting materials
7) Revision of the materials, strategy, or system based on the formative evaluation results
8) Implementation of the course
9) Summative evaluation of the course

In addition to the above steps we recommend that development teams use what we refer to as fast prototyping. That is, we recommend that a strategy be developed consistent with learning types identified in the content/task analyses and that its processes be immediately tested in different school settings with two or three different lessons. Information collected from the formative evaluation of those tests would likely alter the strategy requiring that it be revised, retested or scrapped. After these quick tests, and only after such tests, should a full set of instructional materials be produced using that strategy. Once a strategy has successfully survived the prototype testing and a full course of materials is developed (using all strategies similarly tested), the formative evaluation for the course should be conducted and will suggest still other ways that the strategies can be refined or revised. Budgets in support of instructional development should include support for the necessary prototype evaluations.

An important and potentially very useful step early in the instructional design process is the collection of ideas from classroom teachers who have direct experience teach the targeted subject matter at the appropriate grade level. This is just a "harvest" of ideas, however. To accept the ideas as-is without running them through the instructional design document or without considering how carefully such ideas match objectives and the instructional strategies that should be used for specific learning types would be a serious mistake.

Phase-Wise Development

It would seem both wise and practical for the state to insert itself into the development process by requiring those who create materials to submit, for approval and continued funding; early design strategies, the instructional design document, initial prototype lessons, and prototype evaluation means. As each of these products is reviewed (preferably after testing in the classroom), the next steps could be approved and funding tied to that phase released to the contracting district. This is how many businesses operate their Research and Development processes and it would appear wise for the state to encourage quality control by applying similar tactics.

Such an approach would encourage the school districts even more to use the best team members on the project; to hire qualified evaluators or instructional developers if they don't have them available in their district and to, in other ways, be quality conscious. Also, requiring the careful formative evaluation of two or three prototype lessons would teach team members invaluable lessons about what worked, what didn't, and more importantly, why. Spending money to develop literally dozens of lessons without trying them out in the classroom is not a wise use of resources. While there is always pressure to develop and get the materials out as quickly as possible, we should remember the familiar lament: "Why is there never time to do it right, but always time to do it over?"

Developing A Design Document

An instructional design document is provided by way of example. Such documents are drafted to provide direction, descriptions of contexts, and delimitations to the instructional design process. While it's critical that writers not overlook steps in the instructional design process, it's just as critical to carefully conceptualize the limits and flavor of the course being developed so that writers operate more as a team and produce materials whose continuity is both obvious and consistent. This can be accomplished through such a document.

The elements in the following instructional design document are provided as a "straw man" to work from and their function is either demonstrated with a partial example or through narrative that describes what that section is supposed to delineate.

Figure 4: An Instructional Design Document Example

The following categories might be considered for inclusion in an original design document that would detail the specifics of a state planned course and show how the specifics are needed given the context of the need, the intended audience and the types of learning required. Such a design document ought to be a part of the instructional development approval process used to insure appropriate content, scope, treatment of the content and methods used in the course. After most of the categories a very brief example is provided by way of clarification, or a simple narrative describes what ought to appear in that section.

CONTEXT DESCRIPTION

The Audience

The audiences for which the course is being developed are secondary students of both junior high and high school. It is assumed that the normally broad distribution of interests and abilities will exist among the students and that a percentage of them will be negatively predisposed against . . .

The Delivery System

The system that will communicate information and provide students with the opportunity to acquire skills in "X" will include (list of equipment, books, technologies to be used). The design of the delivery system will integrate (books, methods, technologies) into the normally functioning classroom and will take advantage of the expertise of the classroom teacher as a motivator, diagnostician/prescriber, evaluator, and instructional manager.

Resource Documents

Student supplementary materials, teacher's support materials and documents describing how to use the course and equipment system will accompany the course.

Course Goals

The goals of the course are listed by Areas, Units and Lessons:

(These would then be listed)

THE INSTRUCTIONAL DESIGN

Learning Types and Strategies

A practical approach to designing instruction requires that the learning types required of the students be identified so that the conditions that need to be satisfied and the elements that need to be present for each learning type will be incorporated into the instructional materials and system. The learning types required of the students that have been identified for the course, so far, include:

* *discrimination*
* *concrete concepts*
* *defined concepts*
* *rule learning*
* *abstract concepts*
* *motivation or persuasion (concerning the need to understand and use XYZ).*
* *problem solving (a possible, infrequent learning type during the first semester)*

(Another list of learning types would be provided for each new course. Some prefer to do these analyses by unit or lesson.)

General Presentation Strategy

Video will be used as the major presentation medium either as circulated video tapes. As the bulk of the course will be dealing with discrimination learning and defined concepts, the general instructional strategy used will be:

1) *provide an object or situation with its appropriate name/label/definition. (Or present the concept or rule with its description.)*
2) *supply examples and possibly non-example distractors of each. (object, concept or rule)*
3) *provide ample and multiple opportunities for students to practice their new knowledge;*
4) *supply rapid and appropriate feedback based on their practicing;*
5) *test student knowledge/abilities.*

Motivation and persuasion techniques will be imbedded throughout the course in the way that content is communicated, in the situations, stories and examples used to tie the unfamiliar and new back to the students' interests and experience, and in the games that will be developed on CAI to provide simulated practice.

COURSE DESIGN

Each lesson will be composed of five segments: 1) The introduction, which has as its purpose changing the atmosphere and as an advanced organizer, showing each lessons' activities and content; 2) the relaxation session, intended to move students out of what they see as the traditional way of learning to something more comfortable; this segment will also be used as an advanced organizer or for review of older terms and concepts; 3) a review and presentation segment where earlier words and phrases are reviewed and a limited amount of new content is introduced and carefully controlled; 4) the passive practice sessions where students are encouraged to . . . ; and 5) the practice sessions which consist of a variety of activities designed to provide the student with different opportunities to practice new concepts.

In all of the above activities, exposure to new concepts and ideas will be very carefully controlled and will be orchestrated with meticulously tracked,

integrated reviews.

LESSON DESIGN ELEMENTS

Each lesson will be comprised of the elements listed below with each lesson being obviously different in its sequence of instruction, examples used, etc. so that the format doesn't become tiring.

The course is assumed to last X weeks with Y minutes of instruction and practice occurring daily. The course will be broken down into "units" of 3-5 days duration and each unit will be somewhat self contained in its strictly controlled use of new terms, new concepts and contexts. Each unit will be built upon a context that stays constant for that unit; contexts such as: the family; dating; sports, etc. There will be a total of 16 to 26 different contexts that will systematically incorporate appropriate . . .(content related) information.

With the beginning of each new unit new . . .(content related) will be introduced. Previously introduced information will be systematically reviewed throughout the course with new terms reoccurring 7 or more times and concepts being repeated many times each.

In order to build self confidence, the course will be designed to provide maximum support and positive reinforcement to students especially during the first weeks. Efforts will be made to help students better tolerate the uncertainty and ambiguity of . . . Feedback to the students will be positive even when correcting their misapplied efforts.

Specific Elements of Each Lesson

Each lesson will contain the following elements:

1. *Classroom and lesson preparation on the part of the classroom teacher*

2. *The presentation, broken down into:*
   - *a. The Introduction*
   - *b. Relaxation*
   - *c. Presentation and Review*
   - *d. Active Practice*
   - *e. Passive Practice*
   - *f. Application (Recognizing and Using New Knowledge)*

3. *Classroom Practicing*
   - *a. CAI lessons/practice*
   - *b. games*
   - *c. recitation*
   - *d. group study*
   - *e. paired study*
   - *f. singing*
   - *g. . . .*

4. *Practice at Home*

The Purpose of Each Lesson Element

The Preparation segment of the lesson requires the classroom teacher to prepare the classroom with appropriate props, posters, etc. and to review the kinds of games and classroom activities that s/he will be using for that lesson.

The lesson starts with the Introduction which is to be used to encourage the students to "shift gears", calm down and focus on . . . The classroom, its posters, furniture, props, music, etc. are all calculated to create a pleasant atmosphere.

The Presentation and Review section presents new information in a context and reviews previously presented . . .(content related). When a unit is introduced, this section serves as a "map" of what will be dealt with during the next three to five lessons. Subsequent lessons in the same unit will repeat this new information and continue to review earlier lesson skills and content.

Active Practice requires the student to . . .

Passive Practice is . . .

The Application element of the instruction is intended to provide students with the opportunity to test their understanding and use of the new knowledge and skills presented.

The Classroom Practice could consist of virtually anything that will encourage students to use their newly acquired knowledge and skills.

Lesson End Products

The lessons will be made up of:

a. *The classroom props, posters, and relaxing environment*
b. *The classroom teacher's materials (teacher's manual)*
c. *The lesson*
d. *The CAI games, lessons and data bases*
f. *Classroom games and activities*
g. *Recommendations for practice at home*
h. *Classroom management software, evaluation forms, and suggestions*

SCOPE AND SEQUENCE

The scope and sequence of the course. . .

INSTRUCTIONAL DESIGN CRITERIA

Conditions to Satisfy

For each of the learning types listed earlier in this document, specific instructional design elements and criteria will be incorporated by developers, writers and producers. (An example of the instructional conditions, elements and criteria for **one** *learning type is provided).*

Discriminations. *The conditions to satisfy in learning discriminations are:*

1. *A pre-condition: The learner needs to know the name, label, or function of each object to be discriminated.*
2. *Provide the objects with their names, labels, descriptions or demonstrations of their functions.*
3. *Provide practice identifying each object.*
4. *Provide selective reinforcement of correct vs. incorrect responses to the object. (Negative feedback should provide the correct answer or a clue to the correct answer and should not intimidate the student with his incorrectness.)*

The elements that need to be present include:

1. *Multiple opportunities for practice*
2. *Possibly increasing levels of difficulty*
3. *Distractors, normally found in context, that may cause confusion or interference.*

(How this would then be incorporated into the course would then be explained).

MESSAGE DESIGN CONCERNS

(Message design principles should be paid attention to for all learning types. Rather than mentioning all possible message design principles related to this course and its delivery system, only a sample of the major concerns will be detailed. This series assumes that lessons include CAI elements).

All video screens and CRT "pages" will follow the "keep it simple" principle of uncluttered information with ample margins and white space. Texture, color, grouping, dimension/scale, shape and tone will be used to tie like elements together, to attract student attention or cue them to notice critical information.

Message Design Checklist

(A sampling of message design concerns that applied to this project included:)

* *Do the instructional materials help learners to selectively attend to the desired information/message?*

* *Are cues, schema, visuals and so forth used to help the learner's storage, search and retrieval strategies?*

* *How are the pieces of content (facts, labels, concepts) related to each other? Does the organization of content (or of the learning experience) show these relationships and thereby promote retention?*

* *Do the foreground graphic or text colors avoid the use of red or blue?*

* *Are the text columns sufficiently narrow to permit appropriate eye scanning patterns?*